

# Higher Education Toolkit 2020 Census

A Guide for Administrators to Tailor Census  
Outreach Efforts on College Campuses





# About This Toolkit

Hello, University and College Administrators!

Census Day – April 1, 2020, is fast approaching! High-quality Census data will help to ensure California, and your college community benefit. An accurate count is important to ensure all of California and your institution get a fair share of funding and representation for the next decade.

**Did you know the U.S. Census Bureau identified college students as among the hardest to survey during Census time?** In response, California For All - Census 2020, is partnering with colleges and universities so students will **BE COUNTED!** This toolkit was developed by the Los Angeles Complete Count Committee Higher Education Sub-committee, as well as research from the Office of Evaluation Sciences of the U.S. Census Bureau.

The toolkit provides checklists of actions you can take so to develop your own **Census Strategic Student Engagement Plan.**

Because you know your campus community best, you are uniquely positioned to break down barriers and ensure your students are counted. You'll want to think about how you can directly encourage students to complete the census and how to work with student organizations to advocate for a campus complete count.

**Any questions? Feel free to contact us. Now let's get started!**

## California Complete Count, Census 2020

400 R Street, Ste 359, Sacramento, CA 95811

(916) 852-2020

<https://californiacensus.org/>

**Email: [info@census.ca.gov](mailto:info@census.ca.gov)**



# How to Use This Toolkit

## Step 1: Timeline

### Welcome!

Review the Census timeline for colleges and universities.

## Step 2: Why the Census Matters

**Understand why the Census is important** to your campus, your students, California, and the nation.

## Step 3: Campus Outreach Strategies

**Get quick tips & best practices** on how to design your student outreach campaign based on behavioral science research.

## Step 4: Engage Campus Resources

**Review a check list of ideas** to consider at your campus. Campus resources include academic departments, student services, administration, public affairs, and student organizations.

## Step 5: Engage Student Organizations

**Identify different student organizations** and student populations so you know how best to reach them.

## Step 6: Tailor Your Outreach

**Create a Census Strategic Student Engagement Plan** for your campus outreach efforts.

# Step 1

Timeline for Higher Education Institutions



# U.S. Census Day is April 1, 2020

Most people will complete the Census Surveys online – a first in American history! Make sure your students living in dorms and other group quarters are counted!

The U.S. Census Bureau includes college residence halls as part of their Group Quarter (GQ) target groups. Right now, it plans to send post cards with information on how to complete the Census online. The Bureau wants **students' e-responses completed between April 1, 2020, and May 1, 2020.**

A question for many students may be, *“What is my usual residence? Is it my dorm or my parents' home?”* Students are to complete the census where they are living on April 1, 2020. For California colleges and universities, that will typically mean that students complete the Census survey on campuses. ***Students should count themselves separately from their families on April 1, 2020, if they are living away from home.***



# Dates to Remember

**Plan Now!** Develop Strategic Engagement Plans for reaching students about the Census. Important milestones highlighted in **blue** for colleges and universities.

|                                  |   |                                |  |
|----------------------------------|---|--------------------------------|--|
| <b>Fall 2019</b>                 | Launch awareness campaigns, including modules taught as part of college curriculum  | <b>April 1, 2020</b>           | <b>Census Day</b>  |
| <b>January – March 2020</b>      | Promote that the Census is coming with specific campaigns about Census Day and the ability to complete the survey online through July 31, 2020!   | <b>March 12 – May 12, 2020</b> | U.S. Census Bureau launches internet link for individuals to complete the Census Survey online   |
| <b>Starting February 3, 2020</b> | <b>U.S. Census Bureau launches “Group Quarter Advance Contact” with colleges and universities</b>   | <b>April 2, 2020</b>           | <b>U.S. Census Bureau begins efforts to count students living in dorms and other group quarters, referred to as Group Quarters enumeration</b> |
| <b>Starting March 12, 2020</b>   | <b>U.S. Census Bureau mails households cards with a PIN # to be used for filling out the census form, including students’ residences</b>  | <b>May 13, 2020</b>            | U.S. Census Bureau begins to follow up with individuals who have not responded   |
| <b>March 30 – April 1, 2020</b>  | U.S. Census Bureau conducts service-based enumeration. This is the U.S. Census Bureau's operation that works with shelters and other organizations that serve people experiencing homelessness. | <b>July 31, 2020</b>           | Last day to self-respond to complete the Census  |
|                                  |   | <b>December 31, 2020</b>       | U.S. Census Bureau delivers apportionment counts to the President  |
|                                  |   | <b>March 31, 2021</b>          | U.S. Census Bureau completes delivery of the Redistricting Summary Files to all states   |



## Contact

If you have not heard from the U.S. Census Bureau,  
contact your Regional Census Office:

Los Angeles Regional Office  
15350 Sherman Way, Suite 400  
Van Nuys, CA 91406-4224

Tel: (818) 267-1700 or 1-800-992-3530  
FAX: (818) 267-1714  
TDD: (818) 904-6249

Email: [Los.Angeles.Regional.Office@census.gov](mailto:Los.Angeles.Regional.Office@census.gov)

Other Regional Census Offices available at:  
[www.census.gov/regions](http://www.census.gov/regions)

# Step 2

Why the Census Matters



# How You, Your Community, and Campus Benefit from Census Data

The Census Bureau's mission is to serve as the leading source of quality data about the nation's people and economy. The Census Bureau conducts the decennial Census, the American Community Survey, the economic Census, and many other surveys. Federal funds, grants, and support to states, counties, academia, and communities are based on population totals and breakdowns by sex, age, race, and other factors.

## What Everyone Should Know About The 2020 Census

Once a decade, America comes together to participate in the decennial Census, creating national awareness of the Census and statistics.

**College students** benefit from Federal student loans, legislation, campus funding, campus improvements, and health and social services.

**Local government officials** use the Census to ensure public safety, provide health care, and improve schools and hospital facilities.

**Businesses** use Census data to decide where to build factories, offices, and stores that create jobs and serve local communities.

**City planners and real estate developers** use the Census to improve transportation and infrastructure, including affordable housing.

**Your data are confidential.** Federal law protects your Census responses. Your answers can only be used to produce statistics.

**It's in the Constitution.** The U.S. Constitution requires a Census every 10 years. The Census covers the entire country and everyone living here. The first Census was in 1790.



# Understand Student Impact on the Census

Make Sure Students' Voices are Heard – Be Counted!

## Quick Facts:

- 3 million college students in California are attending universities, colleges, and community colleges
- California has nearly 40 million residents, comprising 12% of the country's population.
- The U.S. Census Bureau considers college students among the hardest-to-count populations to survey
- Census survey data are one factor to determine the funding for many programs in higher education.

## CA Complete Count Census 2020 needs your help because you care about:

- Federal student loans
- Federal research grants
- Campus funding
- Campus improvements, including labs, buildings, and classrooms
- Health and social services
- Federal legislation
- Students' future careers – many professionals are heavily dependent on Federal funding (e.g., medicine, social work, nursing, science, research, or public health)

## The Census is also important for:

**Redistricting.** After each Census, state officials use the results to redraw the boundaries of their congressional and state legislative districts, adapting to population shifts.

**Fair representation.** Every 10 years, the results of the Census are used to reapportion the House of Representatives, determining how many seats each state gets.

**Billions of dollars at stake.** Census data determine the allocation of billions of dollars to support your state, county, and community's vital programs.

# Step 3

Effective Outreach

# Which College Students are Hardest to Count?

Use this chart to determine which students are the hardest to count.

**The U.S. Census Bureau identifies all college students as Hard to Count.**

Some college students are even harder to survey because of additional factors. This table will help you to:

**A.** Understand the challenges in reaching students

**B.** Customize your approach in your Census Strategic Student Engagement Plan.

| Hard-to-Count College Student Demographics                                   | College Student Profile<br>(Number or Percent of Students) |
|--|--|
| College students between the ages of 18 and 24                               |  |
| College students from low-income backgrounds                                 |  |
| College students of recent immigrants  |  |
| First generation college students  |  |
| College students from homes who speak English with limited or no proficiency |  |
| College students who are non-White   |  |
| College students who are homeless or lack stable housing                     |  |
| College students living off campus and rent                                  |  |
| College students living off campus with their families                       |  |
| College students living on campus  |  |

# Identify How Best to Reach Your Students

California campuses are made up of diverse student populations. Think about your different populations and how best to reach each of them, especially the hard-to-count. Some examples are:



| Student Populations   | Best Means for Reaching Them |
|---|------------------------------|
| <b>Where they live</b>  |                              |
| Live on campus  |                              |
| Live nearby, but off-campus   |                              |
| Commute a distance to campus  |                              |
| Lacking stable housing (couch surfers or homeless)  |                              |
| <b>Demographics of Hard-to-Count Student Populations (and who they may identify with/as)</b>  |                              |
| International students  |                              |
| LGTBQ   |                              |
| Hispanics   |                              |
| Dreamers/Undocumented Students  |                              |
| Student veterans, ROTC  |                              |
| Parenting students  |                              |
| Other Ethnicities (African American, Asian, Native American, Armenian, Southeast Asian, etc.) |                              |

| Student Populations                     | Best Means for Reaching Them |
|---|------------------------------|
| <b>Educational Purposes</b>             |                              |
| Undergraduate                           |                              |
| Graduate & professional school students |                              |
| Continuing education                    |                              |
| Adult education                         |                              |
| Vocational education                    |                              |

# Plan the Campaign

Plan your campaign to reach the student audience you hope to engage. Think about what's important to them and what motivates them . . .

## 1. **Make it clear why the Census is important for students and the institution.** *Why should students Care?*

It's easy to forget that what you're advocating for, which you know a lot about, may not be as clear to students who are just becoming aware of the Census. Frame the "why" of taking an action as a value proposition that's important to students.

## 2. **Prompt campus departments and student organizations to make a plan.** *What kind of planning do campus organizations need to do?*

There is a gap between what we intend to do and what we actually do. To close this gap, this toolkit contains checklists and fill-in-the-blank templates to plan your campus Census campaign. Have departments and student organizations indicate when they'll do something, how they'll do it, and other critical details.

## 3. **Create a checklist.** *What are the steps our departments, students, or student organizations should take?*

It helps to outline a clear to-do list or action steps:

- Start each step with an action verb of what needs to be done
- Help them know what to expect or how they can help

## 4. **Consider the right incentives.** *How can we make our incentive seem even better?*

Both financial and non-financial incentives can be powerful motivators. Whenever using incentives, consider the timing and context for the incentives. For example, a \$1 coupon is much more exciting for a \$5 item than a \$1 coupon for \$100 item at the bookstore, even though in both instances an individual is saving the same amount.

# Communicate Effectively

Making it easy to complete the Census is critical – and sometimes the smallest tweaks can have a significant impact. Meet students where they're at.

**1. Keep it simple.** *Is all the information in our message immediately useful? Are we using simple language?*

- Use simple and conversational (e.g., contractions) language that's to the point
- Avoid over-sharing in an attempt to be thorough
- Provide only the most essential information for students to take immediate action
- Include reference links for those interested in learning more

**3. Consider the messenger.** *Who will our students listen to?*

People pay attention to who is asking them to do something. Is it someone they know? Trust? Respect? If you're sending a written communication (e.g., a letter or postcard), including a photo of the person sending the message has shown to increase responsiveness.

**4. Make it personal.** *Where can we add a personal touch?*

- Personal touches can increase response rates:
- Personally address letters or emails
- Tailor content with examples that matter to students
- Include personal appeals (e.g., handwritten notes or original signatures template letters from the chancellor, president, deans, etc.)

**5. Consider the timing.** *What are our students' schedules like? When will your message be most relevant?*

Whenever possible, describe short-term costs or benefits. We tend to discount things in the future, because they're more abstract. For example, research has shown that sending emails at lunchtime results in increased click rates, emphasizing the new year as a fresh start increases retirement savings, or asking people to sign a form at the start, rather than the end of a form reduces self-reporting errors.

**6. Consider the location.** *Where do our students spend time? Where will our message be most relevant?*

The selected campus setting affects students' interest in hearing your message. Are you knocking on their dorm doors when they're trying to sleep in on a Saturday morning? Or talking to them about how the Census can impact educational funding and financial aid when they are registering for classes?



# Be Creative

Packaging your message so it stands out.

**1. Make the Census a social event.** *Who do our students identify with or admire?*

We are strongly influenced by what those around us do, what we perceive to be “normal” or “acceptable,” and what others think of us. For example, students purchase products that others they admire endorse, and consider how others rate restaurants.

If students publicly commit to do something, they’re more likely to follow through.

**2. Use social media.** *What kinds of communication channels do our students like and already use?*

While sending letters or flyers can be effective communication, research has shown that text messages, pop-up boxes, and in-app messages are also cost-effective ways to connect. Consider what channels your students already use.

**3. Make it visual.** *What pictures could we use to convey our message?*

Humans are drawn to pictures. Some studies show we read as little as 20% of the text on a page. Start the design with a picture, and then add words, rather than start with extensive text.

**4. Create tag lines and graphics.** *What tag lines and graphics will appeal to students?*

We encourage you to use the California For All - Census 2020 logo for branding purposes. You can use it alone or co-brand with your school's logo. Think of creative slogans for your campus.



**Be Counted, California!**

**#Census2020 #Californiaforall  
#CACompleteCount**



# Step 4

Campus Outreach

# Identify What Will Work Best On Your Campus



The following pages contain checklists of ideas for you to consider for your own campus when developing your **Census Strategic Engagement Plan**.



# Ideas for Using the Census as a Learning Opportunity

## Engage your academic community

- Incorporate the census into student-learning experiences in the classroom and outside of the classroom

### **Offer curriculum that uses civic engagement opportunities with an experiential learning component, such as:**

- Introduction to constitutional law
- Civic engagement in public policy or political science
- U.S. history and constitutional initiatives
- Citizenship or ESL in adult education
- Majors and careers that are heavily reliant on Federal funding, such as nursing, medicine, social welfare, housing, urban planning, and transportation planning.

- Emphasize importance of the 2020 Census so students can educate their parents and others in their community

### **Engage departments to support the campaign with communication strategies that resonate with students; share their work through social media:**

- Art departments to develop creative posters
- English and journalism departments and writing labs to develop messaging
- Theater and media arts departments to develop short productions (e.g., Public Service Announcements)



# Ideas for Classroom Experiences

Use the worksheet to identify departments and contact persons who can incorporate Census curriculum in their classrooms.

| Academic Disciplines                                  | Campus Departments/<br>Contact Person |
|---|---------------------------------------|
| Academic affairs leadership                           |                                       |
| American history (e.g., U.S. Constitution)            |                                       |
| Campus library  |                                       |
| Career Technical Education (CTE) programs             |                                       |
| Civics, citizenships, ESL                             |                                       |
| Communications, media arts, & theater                 |                                       |
| Economics, business                                   |                                       |
| Education   |                                       |
| Engineering (e.g., Federal funding on infrastructure) |                                       |
| Health care (e.g., nursing, medicine)                 |                                       |

| Academic Disciplines                                   | Campus Departments/<br>Contact Person |
|--|---------------------------------------|
| Human services fields (e.g., social work)              |                                       |
| Law  |                                       |
| Learning resource centers, tutorial labs               |                                       |
| Marketing (promotional campaigns and outreach)         |                                       |
| Math or statistics                                     |                                       |
| Political science, sociology                           |                                       |
| Public policy, transportation, housing, urban planning |                                       |
| Ethnic Studies   |                                       |
| Other  |                                       |



# Ideas for Involving Student Services in The Census

## Engage student services

- Place Census Day (April 1, 2020) on school calendars and marquees

### **Provide students with a Census Survey link on campus websites when students:**

- Register for classes
- Apply for financial aid
- Remit payments
- Sign on to campus Wi-Fi
- Purchase books and supplies online
- Access the college library

### **Make Census information available when students:**

- Attend student orientations
- Register for classes
- Borrow books from the library
- Make purchases at the bookstore
- Attend counseling or advising sessions

- Use student peers and support staff resource centers (e.g., counselors, international students, veterans, LGBTQ, Dreamers)
- Incorporate the census into student-learning experiences outside of the classroom by encouraging them to volunteer to help with community-based organizations involved in the census as part of community service
- Provide incentives or giveaways to encourage students' participation
- Integrate 2020 Census outreach into existing events on campus
- Integrate 2020 Census outreach into existing events and conferences hosted by the school off-campus or hosted by affiliate organizations



# Ideas for Student Affairs' Involvement

Use the worksheet to identify departments and contact persons who can help promote the 2020 Census with students.

| Student Affairs/Student Services    | Campus Departments/Contact Person |
|-------------------------------------|-----------------------------------|
| Student services/affairs leadership |                                   |
| Athletics                           |                                   |
| Campus life                         |                                   |
| Counseling and advising             |                                   |
| Financial aid and scholarships      |                                   |
| Health services                     |                                   |
| Housing                             |                                   |
| Registrar                           |                                   |
| International students              |                                   |
| Student development                 |                                   |
| Student life, clubs, etc.           |                                   |
| Student newspapers/publications     |                                   |
| Other                               |                                   |



# Ideas for Maximizing Student Participation in the 2020 Census

- Contact your public affairs or campus communications office to help with outreach
  - Use hash tags and social media platforms that are most widely used by students and on campus
    - (See examples in the Student toolkit)
  - Email blasts, letters, and messages from:
    - President
    - Dean of student affairs
    - Dean of academic affairs
  - Email blasts and messages from those individuals with personal contact with students:
    - Counseling faculty to students they know/work with
    - Faculty members
  - Promote the Census:
    - Put "wraps" about the census on campus vehicles
    - Hang 2020 Census promotional banners and pole flags in prominent locations on campus
  - Post Census information and links on websites:
    - College web pages
- College schedules and calendars
  - Student portals
  - Student election portals
  - Online syllabus
  - Transportation (vehicles and bikes) registration
  - Other online portals, such as the California Complete Count Census office: <https://caiforniacensus.org/>
  - Communicate and partner (where feasible) with other local colleges and universities to maximize outreach
- Share your campus Census activities by tagging the California Census Office while at a Census 2020 event:



Twitter: @Cacensus



Facebook: @Californiacensus



Instagram: @Cacensus



Hashtags:

**#Census2020 #Californiaforall  
#BeCounted**



# Ideas for Promoting Job Opportunities for Students with the U.S. Census Bureau

## Paying Jobs

The U.S. Census Bureau is currently hiring individuals to canvass neighborhoods to help residents complete their Census surveys. These individuals are called Census enumerators and can work flexible hours and earn competitive pay.

- Provide the U.S. Census Bureau with a table at career fairs and job fairs on campus
- Post U.S. Census Bureau jobs on online job portals operated by the schools
- Contact the Los Angeles Regional Census Center for up-to-date U.S. Census Bureau job opportunities at:

1 (800) 992-3529

Or

<https://2020census.gov/en/jobs.html>

## Student Extra Credit or Service Hours educating peers about the census

- Explore opportunities for students who participate in Census-related activities to earn:
  - Extra credit hours
  - Community service hours
  - Internship credit for volunteer hours

## Census Volunteers and Community Service

- Recruit college students to serve as Census Ambassadors to help educate peers about the Census
- Volunteer to help with the Census – either on campus or in Hard-to-Count neighborhoods



# Ideas for setting up kiosks for completing the Census Survey on campus

## Questionnaire Assistance Kiosks Project Highlights

Campuses can set up Questionnaire Assistance Kiosks (QAK) locations with computers or tablets in public spaces (e.g., campus libraries, student learning centers, or tutorial centers) where students can complete the Census. Campuses should advertise the QAK locations and identify QAK staffing and volunteer strategies (e.g., Census Ambassadors), who encourage students to complete the Census.

## Requirements for a Campus QAK

- Have at least 1 computer(s) with internet access
- Maintain hours of operation
- Available for activation period between March 2020 to July 2020
- Outfit computer stations with marketing/branding material
- Wherever possible, place QAK locations in areas that are ADA accessible

## Think of general and specific ways to reward students for their participation, including:

- Give out stickers to students who complete the census
- Hold a pizza party
- Have a contest between organizations to see how many members have been counted.
- Spotlight team/individual in campus news blog for outstanding civic participation.
- Give away a locally donated prize
- Give away CA Complete Count Census 2020 tee-shirts



# Ideas for campus locations for promoting the Census

Think about where students frequent for setting up CAKs or engaging students to complete the Census.

| Types of Facilities                    | Campus Locations/<br>Contact Person |
|--|-------------------------------------|
| Facilities management leadership       |                                     |
| Libraries                              |                                     |
| Student union                          |                                     |
| Book store                             |                                     |
| Campus cafes, cafeterias, dining halls |                                     |
| Departmental offices                   |                                     |
| Dorms                                  |                                     |
| Faith-based organizations              |                                     |

| Types of Facilities                   | Campus Locations/<br>Contact Person |
|---------------------------------------|-------------------------------------|
| Financial Aid Office                  |                                     |
| Kiosks                                |                                     |
| Museums, galleries                    |                                     |
| Parking facilities                    |                                     |
| Sports arena                          |                                     |
| Student forums with booths and tables |                                     |
| Gym                                   |                                     |
| Other                                 |                                     |



## Ideas for surrounding areas for reaching commuter and off-campus students

Use the worksheet to identify locales surrounding the campus for displaying Census posters and promotional materials. Ask businesses to provide free giveaways (for example, \$1 - \$5 off purchase with peel-off Census sticker).

| Types  | Surrounding Neighborhood |
|--|--------------------------|
| Apartment complexes and student housing  |                          |
| Bus or metro stops for posters   |                          |
| Cafes and coffee shops   |                          |
| Restaurants  |                          |
| Bars, clubs, and music venues  |                          |
| Public libraries (many will have Census Action Kiosks for completing the Census) |                          |
| Shops where students go  |                          |
| Off- and on-campus sports arenas and venues                                      |                          |
| Recreation centers (e.g., gyms, yoga studios)                                    |                          |
| Religious institutions   |                          |
| Other  |                          |

# Step 5

Recruit Student Organizations



# Engaging Student Organizations

Engaging student organizations in the campus Census campaign can be one of your most effective strategies. The following pages contain ideas for reaching out to student organizations and addressing student concerns.

- Target and empower student groups on campus and give them a copy of the **“California For All - Census 2020 Higher Education toolkit: A Guide for Student Organizations”**
- Start with the student government organization (e.g., student senate, associated student government); encourage them to form a student ad hoc group to develop and implement an outreach plan
- Engage student activist organizations and student governments to adopt resolutions about the importance of the Census and develop their own outreach plans
- Encourage student groups to set up informational tables or booths on campus about the Census
- Tap into student groups to undertake peer-to-peer outreach
- Create friendly competitions with incentives among student organizations
- Have students identify and reach out to neighboring campus locales that students frequent to post Census posters and information



# Worksheet for Student Organizations

Use the worksheet to identify student organizations that can promote the Census with students. CA Complete Count Census 2020 has prepared a separate Census Student Took Kit for you to share with them.

| Types                          | Student Organizations/<br>Contact Person |
|--------------------------------|--|
| Student government             |  |
| Student newspaper              |  |
| Student clubs                  |  |
| Community service groups       |  |
| Commuter student organizations |  |
| Ethnic groups                  |  |
| Faith-based organizations      |  |

| Types                                     | Student Organizations/<br>Contact Person |
|---|--|
| Housing/dorm boards                       |  |
| Panhellenic (sororities and fraternities) |  |
| Political action groups, law groups       |  |
| Student newspapers                        |  |
| Social clubs                              |  |
| Sports clubs                              |  |
| Other                                     |  |

# Step 6

Campus Census Outreach Action Plan

# Action Plan List

Now that we've covered some best practices for developing your campus's **Census Strategic Student Engagement Plan**, you can use this checklist to make your message as effective as possible.

## Know Your Audience

- What students do I want to reach? Why might they not participate in the Census?
- What is the action I want students to take?
- What student organizations are most apt to participate?
- How can our academic and student services departments help reach and engage students?

## Have An Objective

- What do we want our academic and student services departments to do? What do we want them to achieve?
- What do we want our students and student organizations to do?
- Do our departments and student campus organizations have an incentive to take that action?

## Make It Relevant

- Why should faculty, administrators, and staff care?
- Why should students care?

- Where can we add a personal touch?
- Who do our students and student organizations identify with or admire?
- What incentives will students respond to?

## Make It Action-oriented

- Is all the information in our message immediately useful? Are we using simple language?
- What pictures could we use to convey our message?
- Have we communicated the steps our departments, student organizations, and students should take?
- What kind of planning do our departments and student organizations need to do to take?
- How do we make it simple to take action?

## Plan The Outreach Campaign

- Who will our students listen to?
- Why will our students care? Why will they want to participate?
- What are our students' schedules like?
- When will our message be most relevant?
- Where do our students spend time?
- Where will our message be most relevant?
- What kinds of communication channels do our students like and already use?



# Action Plan Worksheet

| Action Steps Planned | Who Will Make it Happen? | Time Line for Each Action Step | Target Student Population | Number of Students Expected to Reach |
|----------------------|--------------------------|--------------------------------|---------------------------|--------------------------------------|
| 1.                   |                          |                                |                           |                                      |
| 2.                   |                          |                                |                           |                                      |
| 3.                   |                          |                                |                           |                                      |
| 4.                   |                          |                                |                           |                                      |
| 5.                   |                          |                                |                           |                                      |
| 6.                   |                          |                                |                           |                                      |
| 7.                   |                          |                                |                           |                                      |
| 8.                   |                          |                                |                           |                                      |
| 9.                   |                          |                                |                           |                                      |
| 10.                  |                          |                                |                           |                                      |
| 11.                  |                          |                                |                           |                                      |



**Be Counted,  
California!**

Examples and printable materials to support your campus Census outreach efforts is available at:  
<https://www.census.gov/partners/2020-materials.html>

Fact Sheets:  
<https://www.census.gov/programs-surveys/decennial-census/2020-census/library/fact-sheets.html>

Infographics and Visuals:  
<https://www.census.gov/programs-surveys/decennial-census/2020-census/library/visualizations.html>

Tagline and Promotional Materials:  
[https://www.census.gov/newsroom/blogs/research-matters/2019/03/shape\\_your\\_future.html](https://www.census.gov/newsroom/blogs/research-matters/2019/03/shape_your_future.html)

For more ideas on student engagement ideas, particularly use of emails to students, go to National Survey of Student Engagement (NSSE): <http://nsse.indiana.edu/>

# Appendix B:

More Information on your Hard-to-Count Populations

# More Information on your Hard-to-Count-Populations

Based on prior Census surveys, the government has identified communities that will be Hard to Count because of prior Low Response Scores (LRSs).

- The LRS identifies block groups and tracts whose characteristics predict low census mail return rates and are highly correlated (negatively) with census and survey participation.
- Areas with LRS greater than 32.04 indicate the Hardest-to-Survey Populations.

The most important factors that contribute to LRS are:

- Poverty
- Housing
- Education
- Ethnicity
- **College students!**

This link will show you the populations near your campus on the California Hard-to-Count Interactive Map:

<https://census.ca.gov/HTC-map/>

| Information Available for California Census Tracts and Block Groups |
|---|
| Community Name  |
| Low Response Score  |
| Total Population  |
| Median Household Income (\$)  |
| Renter (Non-Owner) Occupied Housing Units (%)                       |
| Population Age 18-24 (%)  |
| Population Age 65+ (%)  |
| Hispanic (%)  |
| White (%)   |
| Black (%)   |
| American Indian / Alaska Native (%)                                 |
| Asian (%)   |

| Information Available for California Census Tracts and Block Groups |
|---|
| Native Hawaiian / Pacific Islander (%)                              |
| Not High School Graduate, Age 25+ (%)                               |
| Below Poverty Level (%)   |
| No One in Household Age 14+ Speaks English _Very Well_ (%)          |
| Family Occupied with Related Children Under 6 (%)                   |
| Vacant Housing Units (%)  |
| Multi-Unit (10+) Housing (%)  |
| Limited English (Spanish)   |
| Limited English (Indo-European)                                     |
| Limited English (Asian-Pac Islander)                                |

# Appendix C:

Address Students' Concerns

# Students Concern 1

*“I don’t think the Census has any impact on my life.”*

## Who This Might Be:

These students aren’t sure what Census does, how the data affect them, and why their participation matters. They lack a connection between the Census and its impact on their daily lives or community.

### Make it Actionable

#### Create a visual that will stick

The Census doesn’t feel important to these students.

- Design infographics or other visual aids to show how Census data are used and affect students’ lives
- Don’t be overly complex – one strong example is better than information overload
- Refer to the Appendix for graphics and more visual ideas

### Make it Relevant

#### Create a badge or sticker

Encourage campus organizations and student networks to provide a “Census supporter” badge or sticker to:

- Build awareness during the Census response period
- Reinforce the use of Census data for student loans, social programs, state representation in Congress, and campus buildings.

### Plan The Delivery

#### Identify spokespersons

Talk to campus leaders – who students respect to:

- Advocate for the importance of the Census and for completion of the Census Survey
- Engage student organizations to promote the Census

#### Leverage existing touchpoints

Draw on existing interactions (e.g., student newsletters or events) to highlight the Census’ connection to something students (or their families) are familiar with or care about.

# Student Concern 2

*“I don’t feel comfortable sharing my information.”*

## Who This Might Be:

These students wonder: How is my data used and stored? Are the data really confidential?

They are concerned about data privacy or having their information used by other Federal agencies.

### Make it Actionable

#### Preview Census questions

Walking students through the questions the Census contains before they actually take it can help to:

- Clarify the type of information “the government” is asking them
- No citizenship question will be asked
- Build clarity that there is no identifying information, such as name or social security number
- Follow-up with facts on confidentiality citing U.S. Code 13

### Make it Relevant

#### Start with a sure win

If you acknowledge something you know is a concern for your students, they are more likely to relate to the next thing you say. For example, try highlighting data security as a legitimate concern before explaining how information is protected.

### Plan The Delivery

#### Connect early

Because students may require more information and discussion, begin outreach with them early in the Fall 2019. Early outreach will enable more time for information efforts to build their confidence with how Census data are used and protected.

#### Reputation matters

Finding a familiar person this student group trusts is important. Choose someone who has standing rather than the most “well-known” person.

# Student Concern 3

*“I don’t have time to fill out the Census.”*

## Who This Might Be:

These students either assume the Census is cumbersome to complete or do not value the Census highly compared to other things they want to do.

### Make it Actionable

#### Provide context

Let them know how long it takes on average to complete the census form. Anchor the time it takes to complete the census to a simple task they do as part of their normal day. For example, “You can complete the Census while waiting for your class to start.”

#### Make it a default

Link to the online Census into a platform they trust and use (e.g., when students log on to register for classes, frequent a campus website, etc.)

### Make it Relevant

#### Offer micro-incentives

Even a small, yet relevant, benefit can help “tip the scale” for someone busy; for example, getting to wear a “I WAS COUNTED” sticker for a free coffee) because they filled out the Census on a tablet or computer in a public campus place.

#### Student commitment

Because these students are busy, creating a way for them to publicly commit (for example, signing their name on a public board) can increase the likelihood they’ll follow-through.

### Plan The Delivery

#### Text and link

Reminding these students multiple times to take the Census can be helpful.

Include the link with the reminder so students can immediately complete the Census Survey and not have to remember to come back later.

# Student Concern 4

*“I think my parents will do it for me.”*

## Who This Might Be:

These students may live in a dorm, be a commuter, or have a home residency in another state. Students should count themselves separately from their families on April 1, 2020, if they are living away from home.

### Make it Actionable

#### Let their parents know they are completing the Census

If students are living away from home on April 1, 2020, their parents should not count them as living at their place of residence.

In other words, ***students should complete the Census Survey themselves.***

\*If living in a dorm, the college or university will count you as a part of the group quarters enumeration effort.

### Make it Relevant

#### Understand why it is important to be counted

Emphasize importance of 2020 Census to students so they can educate their parents, especially if their parents are reluctant to complete the Census Survey

### Plan The Delivery

#### Text and link

With college students, repeated reminders don't hurt.

Again, include the link with the reminder so they can complete the Census Survey immediately.

# Student Concern 5

*“I might have trouble completing a Census Survey form.”*

## Who This Might Be:

These students may be recent immigrants or non-native-English speakers. They find Census forms confusing, and not realize that Census information is available in other languages. They may not understand the importance of the Census.

### Make it Actionable

#### Have students contact the U.S. Census Bureau for help in other languages

The U.S. Census has set up:

- Internet self-response in 12 non-English languages
- On-call Census Survey assistance in 12 non-English languages
- A language glossary and video in 59 non-English languages

### Make it Relevant

#### Promote responsibility to a group

Tight-knit student communities will value taking the Census to represent their voice and enable a more accurate allocation of resources for their community. Therefore, everyone needs to participate in the Census.

Identify student volunteers who can help their colleagues understand the Census questions.

### Plan The Delivery

#### Meet students where they are

Use ESL, language labs, or foreign language classes to prepare students to complete the forms.

#### Make a worksheet

Help students prepare to take the Census with a worksheet or checklist that clearly specifies what students need to know to complete the Census.

# U.S. Census Bureau Foreign Language Assistance

## Who might need these services:

These students may be non-native English speakers or recent immigrants

In bold are the 12 non-English languages for U.S. Census Internet Self-Response Instrument and call-in support.

## List of available languages:

|                        |                       |                 |                   |                   |
|------------------------|-----------------------|-----------------|-------------------|-------------------|
| Albanian               | Czech                 | Igbo            | Nepali            | <b>Tagalog</b>    |
| American Sign Language | Dutch                 | Ilocano         | <b>Polish</b>     | Tamil             |
| Amharic                | Farsi                 | Indonesian      | <b>Portuguese</b> | Telugu            |
| <b>Arabic</b>          | <b>French</b>         | Italian         | Punjabi           | Thai              |
| Armenian               | German                | <b>Japanese</b> | Romanian          | Tigrinya          |
| Bengali                | Greek                 | Khmer           | <b>Russian</b>    | Turkish           |
| Bosnian                | Gujarati              | <b>Korean</b>   | Serbian           | Twi               |
| Bulgarian              | <b>Haitian Creole</b> | Lao             | Sinhala           | Ukrainian         |
| Burmese                | Hebrew                | Lithuanian      | Slovak            | Urdu              |
| <b>Chinese</b>         | Hindi                 | Malayalam       | Somali            | <b>Vietnamese</b> |
| Croatian               | Hmong                 | Marathi         | <b>Spanish</b>    | Yiddish           |
|                        | Hungarian             | Navajo          | Swahili           | Yoruba            |



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